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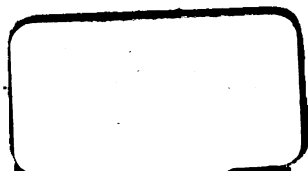


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EDUCATION
OF THE
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PRACTICAL REMARKS
UPON THE
EDUCATION OF THE WORKING CLASSES;
WITH AN
ACCOUNT OF THE PLAN
PURSUED
Under the Superintendence of the Children's Friend Society,
AT THE
BRENTON ASYLUM, HACKNEY WICK.

By CHARLES FORSS,
AGRICULTURAL TEACHER, AND SECOND MASTER OF THAT
INSTITUTION.

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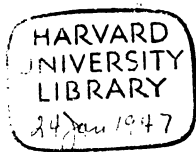
1925 FEB 11

TO THEIR ROYAL HIGHNESSES THE
DUCHESS OF KENT AND THE PRINCESS VICTORIA,
PATRONESSES
OF
THE CHILDREN'S FRIEND SOCIETY,
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BY
THE EDITOR.

At the commencement of the above-named Institution, a majority even of the benevolent English public considered its views Utopian, and its efforts vain.

In that hour of difficulty the endeavours of the Society were encouraged, assisted, and promoted by V. Royal Highnesses. The need of public aid now confirms that generous sentiment. We confidently hope that the children of the poor will be benefited by the efforts of the Society.

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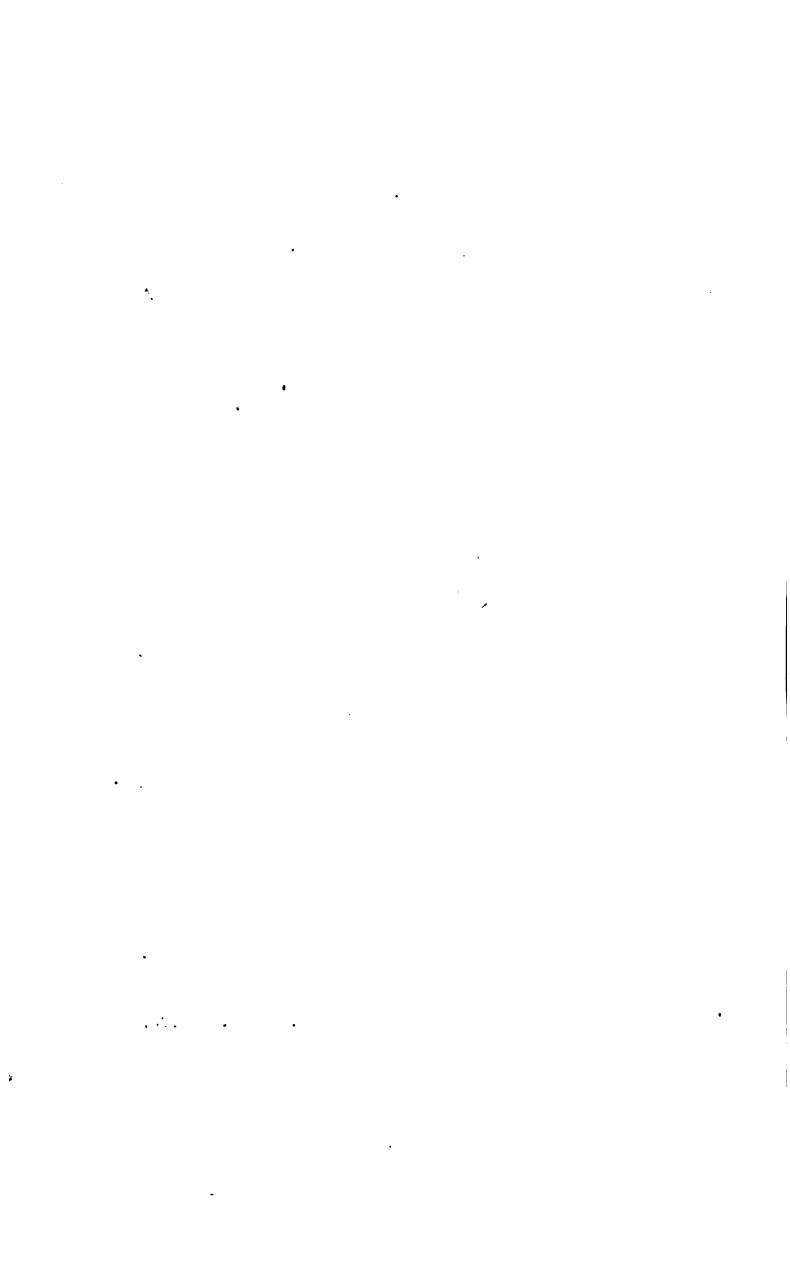


Eliot F. S.

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EDITOR'S PREFACE.

THE powers of observation and reflection evinced in the following remarks, and the practical nature of the facts detailed, render them, in the opinion of competent judges, not unworthy of public attention.

Charles Forss was educated as a simple agriculturist and carpenter in Dorsetshire ; and left his native county for the purpose only of undertaking the situation he at present holds at Hackney Wick.

REMARKS
UPON THE
EDUCATION OF THE WORKING CLASSES,
&c. &c.

NOTHING is more needful at the present time than a good system of education for the working classes. Schools we have, but they are not all they ought to be, and therefore every true lover of Christian philanthropy should come forward and cast in his mite to promote the great work of improvement. The welfare of the church, and the peace and happiness of society at large, loudly call for it. Could I but give one small hint, or be in any way of service towards so worthy an undertaking, I should feel myself highly gratified.

If education above all things tends to form a bond of society, surely that reason alone should be sufficient to induce all benevolent and well-disposed persons to assist its progress and spread its benefits over the world; but, as yet, in villages, in the agricultural districts, and even in the great

towns, the most gross ignorance prevails. It is my humble opinion that we shall never see a well-working system of universal education, for the humbler classes, until it is taken under the care and support of the government.

Many plans have been laid down by benevolent individuals, such as Lord Chichester, Mr. Allen of Lindfield, Mr. Fellenberg, at Hofwyl in Switzerland, and the Founders of the Asylum at Hackney, of which I am prepared to speak more fully hereafter. Now these are all very good as local establishments, but what we want is a universal system.

I believe the plans to be laid down for towns, and for manufacturing districts, should be different from those for agricultural situations. In towns the employment for boys is scarce; they are generally in the streets till fourteen or fifteen years of age, and during that time they obtain bad and idle habits, and in the manufactories the children are too much confined; now it would be very desirable in such cases, also to connect gardening with education, even if it should not be attended with immediate profit to do so; if the manager could clear his expenses on an average he should be content,—the benefit to the employed would be great. In the first place, it would be a means of keeping them healthy; secondly, it

would lead them to habits of industry which cannot be too early instilled ; and, thirdly, it would put them out of the way of temptation. Many of the degraded beings that are to be found in the above localities owe their misery to want of employment in the early part of their lives. In the small villages the case is different : there you may see children with a spade or with a hoe, assisting their parents in the garden at a very early age ; a good evening school is most wanted in those places, or I should say, a good infant school for the day, and a school for youth in the evenings. With the little experience I have had, I conclude that boys will learn to read and write as soon by giving them three or four hours of manual labour, as by keeping them all day at school.

In the country villages, when a boy arrives at the age of eight or nine years, he is able partly to maintain himself by scaring birds or driving the team, so that he must learn to read and write by evening tuition, or by Sunday schools.

It is too frequently the case, that village schoolmasters employ a great part of their time in managing parish business : you may frequently find them employed as deputy overseers, land surveyors, &c. ; but their whole attention ought to be devoted

to the management of their schools ; their salaries should be sufficient for their maintenance, and they should be under a bond to their employers, not to serve in any office, or in any way interfere in other business.

Persons are not equally fitted for training children : every teacher should be well versed in human nature, and study the various dispositions and inclinations of youth, and know how to curb with gentle firmness the propensities of those who are yet strangers to self control. Fear should never be made the ruling passion ; young people should be carefully taught to act from higher motives and principles than those of fear and restraint ; but in the first place they must learn submission to their master, or he will not be able to teach them anything. The master must be particularly careful at all times to maintain his authority, and make them obedient to his commands. Not only their temporal prosperity but their eternal welfare, in a great measure, depends on those who have the forming of their youthful minds ; the greatest care must be taken to set them good examples, and to encourage their diligence and perseverance. Idleness is the bane of the youthful mind. One great failing in the schools of the present day, I believe, is a neglect

of real education. By teaching a boy reading and writing, and that alone, you may only do him an injury ; if you go so far, it is highly necessary you should go still further. I do not think it necessary to teach the dead languages ; but every boy should be taught the principles of religion, the outlines of Geography, Astronomy, Geometry, English Grammar, Algebra, &c. ; all of which might be conveyed in short lectures, and rendered as simple as possible so as to set him thinking ; and this in the way of amusement rather than tasks ; and if you can succeed in gaining his attention in this manner, it will do more towards bringing his mind into something like a healthy tone, than any task that can be given to him. When you have once succeeded in drawing his thoughts to such subjects, his conversation will in general turn upon them, thus setting others to the better employment of their leisure hours in seeking for information. To assist in doing so, a select *lending library* is desirable, treating on the abovementioned sciences, and also upon Mechanics, Agriculture, Gardening, Botany, Modelling, &c., which would do much to check the prevailing propensity for cards and other gambling amusements ; in short, to give a new tone to the taste and manners of the working classes. It will require all the

energy and benevolence of the higher ranks of society, together with the assistance of the government, to establish proper schools for teaching, not only reading and writing, but also for giving the youth proper training, and then for placing suitable books within their reach.

I have endeavoured to make myself acquainted with the various modes of instruction practised in the different schools. I have paid great attention to the manner of communicating useful knowledge, and not only to the method of conveying it, but also to the practical working of that knowledge and to the effect it has produced. Manual labour and moral training give an impulse to industrious habits which is not easily given without them. I have carefully watched the influence such training has had on some of the most degraded of society. I have known instances of boys that have been six or seven years at certain schools, and have come out every thing that was bad, who, after the short space of six months passed in our Asylum, have gone abroad with a good character, and have proved a credit both to themselves and their masters. Therefore, I conclude that any system of education unconnected with manual labour is yet imperfect; and I believe this to be the opinion of

most experienced people. As the mind is contracted by idleness, so it is expanded by industry.

The Brenton Asylum, at Hackney Wick, has been established about four years, and the experiment proves highly satisfactory to those benevolent individuals whose energy and charity have been the means of carrying it into effect. The regulations laid down are excellent ; violent corrections of any description are forbidden ; and I flatter myself we have given proofs that discipline can be maintained better without corporal punishments than with them. A boy that is kept from doing wrong by fear of the rod, I reckon to be a poor degraded animal but one degree above the brute, and his treatment in many respects must be the same. If a mule refuses to go the way his master wishes him he is beat, but I doubt whether beating answers even with the mule. I have found kindness and gentle persuasion do more than coercion ; flog a boy and tell him it is for his good, and he will hardly believe you ; but treat him like a rational being, tell him his faults, and explain the sad consequences if he persists in them, and he will then reflect and call reason to his assistance. I think every one who knows how our boys are managed will say that they have not seen better discipline in any of the

schools, on the old thrashing system, yet I can conscientiously say I have not known a single instance in our school of a boy receiving a blow from his masters. In extreme cases of wilful error, solitary confinement for a few hours has been the most severe punishment resorted to, and it has hardly ever failed of success. When a boy does wrong, if the fault is observed by or known to the master, he takes him privately aside and reproves or admonishes as the case requires. If the fault be committed publicly, then he is publicly reproved, in presence of all the boys ; but they are forbid to mention his fault to him afterwards, and it is quite rare for one boy to taunt another with his offence. In minor offences, a small deprivation of animal food is sufficient to prevent their repetition. When a boy is put into solitary confinement, he is frequently visited by the master, who tells him he is placed alone that he may have an opportunity of reflecting on his past conduct, and as soon as he shews the smallest sign of contrition, he is kindly advised and liberated : to keep him longer would only serve to harden him. When a new comer is admitted into the Asylum, the whole of the boys are assembled in the school-room, and the stranger is introduced in the following manner :—

“ Now you boys are to live together as one large
 “ family, many of you are without a father or mo-
 “ ther, the society who receive you here stand in
 “ the place of parents to you, the only means you
 “ will have of shewing your gratitude for their
 “ kindness, is by your future good conduct; the
 “ committee, after mature deliberation, have drawn
 “ up regulations by which this establishment is to
 “ be guided ; for the information of every boy these
 “ rules are read, and you will be expected to comply
 “ with them. These boys you must consider as
 “ brothers, and I am sure they will be kind to you
 “ and take a pleasure in making you acquainted
 with our rules.” A little affectionate advice is then
 given to all present, which concludes the ceremony.

It is surprising what attachments are formed be-
 tween some of these boys, attachments that I have
 no doubt in many instances will continue during
 after life.

The lasting influence of our discipline is apparent
 in the character of those who have been provided
 with situations ; all of whom, with very few ex-
 ceptions, are doing well, and give satisfaction to
 their employers : indeed the success of this Insti-
 tution has far exceeded my most sanguine ex-
 pectations. Boys who came here in the most

deplorable condition have gone away a credit to themselves and to us. The manner in which reformation is brought about with so much certainty, and with such speedy results, may be partly known by the division of time and the system of classification according to moral conduct, and not according to progress in learning.

Divisions of Time.

In summer, the boys rise a quarter before six, at the blowing of a whistle—half an hour is allowed for dressing and washing ; at a quarter past six the whistle is again blown for their assembling in the school-room, where they form a line ; their names being called over, they are inspected by the monitors, a portion of Scripture is read by the master, concluding with prayers—the whole occupying half an hour. From a quarter before seven to eight they go through the school routine : 1st, the commandments ; 2d, reading ; 3d, spelling ; 4th, writing, inspected by the master. At eight, the whistle calls them to form a line in front of the mess-room ready for breakfast ; they are then inspected by the master, to ensure cleanliness and the proper state of their clothing. At a quarter past eight, the master

gives the word to form double line to the right ; they then enter the room two at a time, one going up one side of the table, and one the other : a blessing is asked by one of the boys appointed for that purpose, and all sit down ; not a voice is to be heard during the meal, except from the boys in attendance : if any thing is wanted by a boy, he puts up his hand and is immediately attended to. At a quarter before nine the word " arise " is given by the master ; all arise together ; and at the word " attend," a boy appears and returns thanks. " Turn " is called by the master, all turn, and then " go," and they leave the table the same way they came in.

At nine the whistle is sounded, for them to assemble under the different monitors with their spades and pickaxes, and they are dispersed by the master to their different stations in the field.

They work till twelve, when the whistle is sounded to clean spades and repair to their line. They are then marched to the play-shed, where every boy has a place for his spade, numbered as the spade. Afterwards they wash, get to their line, and are again inspected by the master. At half-past twelve they form double line to go to dinner, as to breakfast. At one o'clock they are dismissed from

the table in the same order, and proceed, some to the school-room, where an excellent select library is open to them under the care of a boy appointed for that purpose, and some to the play-ground, where they amuse themselves at different games, such as trap-ball, cricket, flying the garter, &c., under the inspection of the master, who pays particular attention to see that nothing is practised in the shape of gambling. At two o'clock the whistle sounds for them to get their tools and proceed to their line, and then they are taken by the monitors in regular order to the field.

They work till five o'clock, when they are called to their line as at twelve, marched in and required to hang their spades on the nails as before; they wash, and at half-past five are called to their line for tea. The master takes this opportunity of inspecting them and pointing out and reproving any little careless faults they may have committed. At a quarter before six they form double line and proceed to the table as before, at a quarter-past six they are dismissed and allowed a quarter of an hour for recreation, at half-past six they are called to the school-room where they are formed into classes, and commence by singing the arithmetical tables, whilst their books are giving out by the first boy in each

class; they then read and spell, go through the different tables, work their sums, and answer some questions in mental arithmetic.

At eight the names are called over and every boy required to be present. The master then gives them an affectionate address on the proceedings of the day, reads to them a portion of scripture, concluding with prayers; at half-past eight all retire to the dormitory, each boy to his respective hammock, and the master takes care that no boy speaks. Two of the monitors act in regular turns as watchmen to assist him. They remain up till all the others appear to be asleep. The master inspects at irregular hours during the night to see that all is right. A lamp is kept burning to prevent confusion; each boy has a separate hammock arranged in a single line with a free passage at the feet. In fine weather half an hour is employed in hanging out the bedding and taking it in. Each boy has his number on his bedding, and on his bag which is hung at the head of his hammock. Half an hour is employed three days in the week in bathing and in teaching them to swim, and one evening in the week an hour is employed in giving them a simple lecture, and in questioning them on the outlines of geography, ge-

ometry, and astronomy, and on agriculture, manufactures, &c.

The Saturday afternoon is employed in mending clothes, cleaning shoes, and seeing they have right numbers. All the different articles are entered in a book opposite the boys' names, and the master with the book in his hand calls over the articles and carefully marks any deficiency.

Classification.

The boys are classed according to their moral character, and not according to extent of acquirement. The classes are marked A, B, C. The A class has a sub-division; each class has a monitor, and the first boy in class A, is called a general monitor: in school they are placed according to their acquirements, as, Bible class, Testament class, monosyllable class, spelling class, writing class, and so on, and of course there are then some monitors, who at other times cease to act in that capacity.

The first division of class A, are boys who are able to read and write, and whose moral habits are so good as to fit them to be recommended to a situation, or to be apprenticed the first opportunity.

The second division are those whose moral character is good, but whose acquirements are not sufficient for them to be placed out. Class B, are those who endeavour to do right generally, and whose faults proceed from carelessness rather than from any vicious propensity; and class C, consists of those who are still bad and seem determined to do wrong.

The monitors are chosen from class A, as all are who hold offices, viz., the cook and his mate, whose duties are to cook and serve up all the meals, and to keep the kitchen in proper order; the porter, whose office is to attend the gate and the dining-room, to take care of, and keep clean the knives and forks, the tables and forms, as well as the dining-room, and to wait at dinner; the school-boy, whose office it is to clean and take care of the bed-rooms, of the school-room and library. The first division of class A, are also allowed to keep the keys of minor importance, to accompany the master to town occasionally, and to go to town on errands, to manage the cow and the pigs, to have access to the library and to the maps, to serve as jurymen, and to have their word taken on all occasions, &c.; and they are so sensible of the importance of the confidence placed in them, that a breach of trust seldom happens.

When a boy is admitted, he is placed at the bottom of class B. A journal of conduct for every half day is kept by the master, and the names are regulated every Tuesday ; if a boy's conduct is generally good, he gradually rises to class A ; if bad, he sinks into class C, who are always distinguished by sitting at the bottom of the table, and being allowed no privileges whatever ; and such is the effect of this system of classification, that it rarely happens for a boy to remain in C class longer than a fortnight.

In this Institution the boys are taught to do every thing themselves with the strictest economy : they grow their own vegetables, cook their own food, wash and mend their own clothes, and do, in fact, all the work that is required on the premises—bricklaying, plastering, carpenter's work, &c. &c. The master often tells them they must try to better their condition by industry, and make themselves useful to society by employing their time in honest labour ; that they must never tell a falsehood, or use bad words. The good result is far beyond what could have been expected : although fresh boys are continually admitted, yet it is very rare to hear of a bad word being used.

If a poor neglected boy should so far forget him-

self, his companions will instantly report him to the master. The master always having them under his eye during the play-hours has an excellent effect: there a boy's real character is easily ascertained. According to my own observations, you may, by making it your study, and by watching him unnoticed during play-hours, judge of a boy's character in one hour better than by a month's inspection during the time of labour and schooling.

Some boys, being naturally cautious and reserved, might deceive a person for a length of time, whilst conscious of being under restraint; but, during the time of play, they are thrown off their guard, and you see them in their true colours.

The intention in establishing this Society, now called the "Children's Friend Society," was originally to reclaim the neglected and destitute children that infest the streets of the metropolis, and to find employment for them after they had given proof of their reformation. Means of emigration to the Colonies were afforded, and comfortable situations, either as servants or apprentices, were there provided for them.

The success of the experiment attracted the notice of some respectable persons, who, owing to

their being reduced in circumstances, and unable to pay the high premium required for apprentices at home, gladly availed themselves of the opportunity afforded by this Society of providing for their boys; and some of the parishes, sensible of the advantage to the youths so provided for, humanely allowed their boys to volunteer. It must be gratifying to every philanthropic person to know that many boys are now placed in good situations, with every prospect of becoming respectable members of society, who, without the aid of this Charity, would in all probability have been doomed to spend their lives in the workhouses, or perhaps would have been sent out of the country as felons.

The boys received into the Asylum may be divided into four classes, viz.—first class, boys of respectable parents who are reduced in circumstances, and orphans of ditto; second class, boys neglected and deserted by their parents who have gained a living in the streets; third class, boys from workhouses who, possessing an unsettled or enterprising spirit, have volunteered to emigrate; fourth, boys from the houses of correction, who, upon shewing signs of penitence, have excited the sympathy of some persons, and these have exerted

themselves to get them admitted into our Asylum on the expiration of their imprisonment.

Of the first-class boys, I find those who have been trained to habits of industry readily fall in with our rules and give us no trouble ; whilst some who have been bred up in idleness and extravagance, and who have had their heads filled with notions that were never likely to be realised, are the most useless animals in existence ; they are dissatisfied with the accommodations and always hanker after sweetmeats, fruit, &c. Work is at first out of the question with them, they cannot think of disgracing themselves by digging. Some are so idle that they will not even wash themselves. Now it takes some time before a boy of this description can be brought to believe that the only way to be happy is to be industrious ; but I rejoice in being able to say, that in many instances reformation has been produced, and boys, seemingly hopeless on their admission, have left us with a good character, and are going on well in the situations that have been provided for them.

The second-class boys ; those who have been early neglected or deserted by their relations, or who have been enticed by evil-disposed persons to gain a pre-

earious living in the streets ; now boys of this description have claimed my particular observation ; in nine cases out of ten they are active, intelligent, and useful, if young, but when of the age of sixteen or seventeen, I find them so confirmed in cunning and bad habits, that it is difficult to be of any use to them ; yet, were I to take boys from the Asylum into my own service, I should give the preference to the younger boys of this second class, before those of the other three classes, for although care and labour is required to train them, yet they possess a quick sense of kindness, with an activity that amply repays any trouble taken with them.

(N. B.—The matron of the female school has given the same opinion, even, as respects the girls.)
—*Editor.*

Third class, or those from workhouses. Of this class I scarcely know how to give an opinion ; but, from what I have observed, I am led to conclude that the character of a boy chiefly depends on the mode of management pursued in the particular house from which he comes ; at one time I thought that workhouse boys were the very dregs of society, scarcely worthy of the name of human beings, and that a workhouse or a prison was the only fit sphere for them ; but, in the course of experience, I am led

to retract my former views, and I do not hesitate to say that, if I were told a number of boys were about to be sent to the Asylum from the different workhouses, I could decide, nearly with certainty, that from some houses we shall receive good boys, from some moderate, and from certain ones *decidedly* bad. There may be exceptions, but taking the generality of boys, I have seldom been deceived in my conclusions. In some workhouses, there is a class of paupers who have been hanging about them for two or three generations, and who are so entirely void of any sense of independence, that to be idle is the height of their ambition. The boys having access and intercourse with adults of this description is a serious evil : where this is allowed, I find them tutored in every description of cunning and deceit, dishonesty, lying, and idleness. In those workhouses where the boys are allowed no access to adults, their character is better. The boys from the former are quite broken spirited, and so much hardened by beating, that nothing but coercion seems to make any impression on them. From the latter, they possess an open countenance, and they are more cheerful and obedient.

The boys I have in the fourth class, are, generally, gone too far in crime to be reformed very ra-

pidly, The connexions they have made, during the time of imprisonment, have contaminated their minds so, that their countenances, alone, betray them to a practised observer. Their propensity to cheating, thieving, gambling, and all dishonest practices, exceeds belief ; yet the only hope of reforming them is by kind treatment, good examples, and keeping them out of the way of temptation.

There is another class of boys that have come under my notice, my remarks on which I shall sum up as briefly as possible. It contains boys received from the Orphan and other Asylums. In my humble opinion, the system of training pursued in those establishments is not that most calculated to promote the welfare of the children in after life. I generally find them well versed in reading, writing, and arithmetic, but without industrious habits. If they have clothes to put on, and food set ready for them, they will look no further ; in short, they are indolent and useless.

Our mode of treatment is the same for all the different denominations. On the entrance of a boy into the Asylum, he is told he is expected to earn his dinner before he eats it, and that when he is placed out in service the same thing will be required.

of him, as no one will behave so injuriously to him as to keep him in idleness. Tasks are assigned in the field, according to the experience and ability of each boy. The master instructs them, and is particularly careful not to require too much ; at first, he gives them an easy task, and increases it a little every day. If a boy is behind the others, the master sometimes assists him in fetching his work up, but not so often as to induce him to idle his time, under the hope of having it done for him.

I think it will not be denied, by the most prejudiced, that much good has been now done by the Children's Friend Society ; upwards of five hundred children have been already provided with the means of getting an honest livelihood, the Society is advancing in patronage and magnitude every day, and I think its objects truly deserve the warmest support. Its plans should be extended by branch-schools ; yet they can hardly be introduced universally, one main feature being, that the master has the boys *entirely* under his care. Whenever the parents of the children are allowed to interfere, their interference is attended with evil consequences, and, therefore, it is possible that corporal punishments cannot be entirely dispensed with in day-

schools ; but, if you introduce flogging at all, it is difficult to lay down rules how far it should be allowed to go. Some masters are not at all fit to be entrusted with such a power. I know that in most of our national schools vice is punished wherever it is discovered, but this is far from being sufficient, unless young people are, at the same time, taught to form a right judgment of things. Unless truth, justice, and sobriety, are early implanted in the mind of the young, it will be in vain to look for the growth of correct principles.

In short, nothing is more wanting in our parochial schools, than that masters should use the same care in cultivating the minds and habits of their scholars, as in teaching them to read and write. As Mr. Locke says, "a man must have a very strange value for words, when he prefers the languages of the Greeks and Romans to the instruction which made them such brave men."

I fully concur with Mr. Duppa, on this point, in his pamphlet on the education of the peasantry. Speaking of those who, without any discrimination or regard to the necessities of individuals, would push instruction to its utmost bounds, he justly observes, "A healthy tone of mind must first exist,

"before the good to be found in books can be selected and relished." This depends on the character and abilities of the parents, as well as upon those of the schoolmasters; for a knowledge of human nature should be looked for in the choice of a master in preference to mere book learning.

Great care is required in treating religious subjects; upon these the basis of education must rest: but the best form of sound words, repeated as a daily task, soon becomes a mere sound of words, and ceases to impress either the intellect or the heart. I have seen boys thrashed, for not committing to memory sacred truths, till they have cursed both their lessons and their master. The consequence which followed from this was, that the boys were turned out of school as unmanageable.

I have known boys, once able to say the whole Catechism, who, on returning to the school after three months' absence, could scarcely repeat a sentence of it.

Although I do not deny that corporal punishments cannot be entirely dispensed with in day-schools, still, the less commonly they are resorted to the better. Thrashing a boy, to make him learn, is not a good plan; in fact, harsh treatment, of any

kind, produces a feeling between the master and boys that ought never to exist. Our blessed Saviour, it is said, accommodated his precepts and doctrines to the capacity of his auditors, though they had arrived at manhood: does not this example teach us, that religious exercises for children should bear the most engaging aspect? I have known instances of boys being able to repeat whole chapters, and answer almost any question out of the Bible, while their moral character too plainly indicated that committing sacred truths to the memory does not influence the heart, when slavish fears, weariness, and disgust, are the prevailing accompaniments.

The impression made on my mind, by a scene which was acted during the time I was in a school, (conducted on the national system,) has always remained fresh on my memory. The boys were once standing in semicircular form, the master in the front, with the Catechism in one hand and the cane in the other, his usual custom; on asking one of the boys a question that he could not answer, he caned him. The boy instantly made use of the most horrid curses and imprecations possible to be uttered. The master grew enraged—a fight ensued between him and the boy—after a struggle, the

master was turned out of the room, and the door was fastened against him ; the next day the boy was formally dismissed from the school, but the effect produced was, that the master entirely lost his authority, and was often rebelled against afterwards ; the infliction of chastisement requires great prudence, and a happy command of temper.

I have found by experience that youth, in general, may be induced to do any thing you wish, by kind treatment, but severity arouses the animal propensities, and hardens them into opposition ; when a master is continually beating a child, such treatment makes him consider the master as an enemy, instead of a friend.

In my humble opinion, few persons undergo more anxiety, or meet with more provocation, than those who have a number of boys to teach and govern, but a great deal depends on the management of their own tempers. Nothing is more calculated to lessen authority than to appear angry at every trifling fault that a child commits. A master should always make it a rule to prevent, rather than punish. I have often felt grieved at being obliged to reprove a boy, for committing a fault, when my presence would have prevented its commission.

Vice, immorality, and wilful mischief, require punishment, but regard should always be had to the nature and disposition of the child. On boys of a meek and tender disposition an expression of displeasure will have the desired effect ; sometimes, I have found a frowning look to be quite sufficient, whilst those of a more malignant disposition, require to be spoken to very sharply, at the time, and afterwards, to be taken privately aside and admonished, in a friendly manner.

But, above every thing, a master must be careful to set a good example, as boys readily and naturally imbibe the spirit of their tutor, and run into a similitude of mind and manners with him. I have often felt myself reprov'd, by hearing a boy make use of provincial terms, that I have thoughtlessly uttered in his presence. Our Lord, himself, taught his disciples to consider him as their pattern, and to walk in his blessed path. Again, I call upon the instructors of youth to look at that great example.

I consider that a boy would think it absurd for a master to correct him for swearing or lying, if he were guilty of the same practices himself. It requires the most diligent care, on the part of the master, to show perfect justice in all his actions.

A master should always preserve the strictest impartiality between one boy and another. Partiality discourages those who are slighted, and, in nine cases out of ten, ruins the favourite ; it sows the seed of jealousy, anger, discord, and malice. Perhaps no one can help feeling a partiality to one boy more than another ; but if they are unable to prevent the feelings of their hearts, the expression thereof is certainly in their power, and both policy and justice forbid ill-judged distinctions.

If we only look round us and see the present mode of bringing up children, can we be surprised at the profligacy of our youth ? The blind affection of parents is, generally, a source of more vexation to its objects, even in childhood, (setting aside its baneful consequences,) than those children are acquainted with who are under the control of rational parents.

It is a practice highly to be condemned, in many of the London mothers, to allow their children, of eight or nine years of age, 2s. or 3s. and, in some instances, I have known 4s. per week pocket money, and if a child is to be sent on an errand, or required to assist its parents, he must be bought with entreaties and bribes. If the fond parent would reflect

for a moment, and consider the pernicious effects of this system, she would not so ruin her child.

The system pursued in some of the workhouses, of sending out their youths, as errand boys, &c., at 5s. per week, allowing them 2d. per shilling, as spending money, to induce them to keep their places, is evil. I know that many of the governors and overseers possess the best feelings towards the unfortunate children, but the system is a mistaken one ; I should wish them to have every indulgence consistent with their station at present, and their prospects in future life ; but to bring them up in idleness, I repeat, is the greatest cruelty that can be inflicted, the smart of it they will feel during life. A splendid palace-looking house is provided for them, their food cooked and placed before them, and clothes put on their backs, without the least effort of their own, and, for all this, none shall persuade me that they are as happy as our boys, who live in a homely building, assist in providing their own maintenance, and learn the chief duties which man, as a rational creature, owes to man. School employments, at the same time, going on as cheerfully and contentedly as possible.

One hundred and fifty boys are, at this moment,

inmates of the Asylum, the greater part of whom are under fourteen years of age, and we have ten acres of land.

The live stock consists of one cow, four pigs, and some rabbits, and all is well managed, without the least bribery or flogging. Who would not rather take an apprentice, after such useful training, than have them from breaking stones, or picking oakum, in a workhouse?

I hope, 'ere long, to find that every workhouse has an agricultural school of its own, the advantages, I consider, would be three-fold.

1st. The situation selected should be waste land, or land at present of little value, but capable of improvement; at first, one acre of land to every ten boys, I consider would be sufficient; but after that quantity is brought into working order (which would take at least three years to accomplish, upon a moderate soil), an addition might be made every year. Great care must be taken not to attempt impossibilities, I mean not to cultivate more land than you can find support for. At least a fourth part of the farm should be manured every year; for this purpose, it would be advisable to keep as many cows and pigs as convenient, to save all slops from

the washing sheds, &c., and to collect weeds and other vegetable substances.

Our land, three years since, was of the worst description, chiefly a sandy, burning gravel. It had been some years in grass, and the little that grew on it was generally cut and carried away, a system of management that had quite impoverished it. In 1833, part of it was trenched by the boys, two spades deep, and afterwards sown, part in flax, part in potatoes, and part in turnips. The potatoes and turnips, being sown in the high part, were a very sorry crop; the flax, being sown on the best land, turned out a middling crop, but not good. During the winter the land was dug, some of it twice, and some of it three times, and ridged up, and sown in season, part in hemp, flax, and potatoes. Ten pounds' worth of manure being put in with the seed, the potatoes answered very well; the flax appeared very promising at first, but was much damaged by the heavy rains. In June, 1833, the produce of the land was £31, in 1834, £77 3s. 10d.

During the winter of 1834, it was ridged up as fast as the crop of cabbages came off, and some part of it was well manured with pond mud; it is now, April, 1835, mostly cropped, and in good condition.

I believe the trenching of land, by boys, is better than regular labour, owing to their breaking and mixing it more finely ; but the cropping of it is different, boys are not so well calculated for that part as experienced workmen ; this would succeed better if the boys had received any former knowledge, but they come into the Asylum totally ignorant of agriculture, and hardly stay long enough to see one season of management, always emigrating before the work comes round the second time. I here cannot help remarking my gratification, at seeing an attempt to unite agriculture, both in theory and practice, with a system of education on scientific principles, in a school at Ealing Grove ; a thing of this kind has long been wanted, the subject is a very important one, for, indeed, the wealth, strength, and prosperity of this nation, greatly depends on it. Husbandry can come to no higher state of perfection than the knowledge of those engaged in it will permit, and I have no doubt that, if schools are established, like the one at Ealing, on scientific and judicious principles, good effects will be produced in every part of the kingdom. But the profits, at present, arising from agriculture, are so small, that individuals, possessing a capital, feel reluctant to embark in the undertaking. I have observed many

statements of the profits to be reaped by the farmer, but I have not seen a single instance of a fair calculation, suited to the present times.

A great stress is laid on the production of garden vegetables, without any mention of the impossibility of finding a market for them, if cultivated to any great extent. The market gardeners, about London, I believe, have brought their art to a great state of perfection, and yet they are badly off. I know some able and industrious men who can scarcely make a living. It is true the consumer has to pay a great price, but the grower scarcely gets a fair remuneration for his labour; he takes it to the salesman, who sells it to the wholesale dealer, and he sells to the green grocer, and the grocer to the hawker or stall keeper.

Here are four separate livings to be got from the consumer, after it leaves the grower; and in remote places in the country it would, generally speaking, not pay the expenses of carriage: if the attention is turned to the growth of corn, that is equally bad, as I shall attempt to show, by a fair and impartial statement, made from experience, in that part of England where labour is very low. I will give, for instance,

One acre of Wheat.

	£	s.	d.
Preparing the manure, and carriage a quarter of a mile from home, spread- ing fifteen loads, per acre	1	5	0
Ploughing and sowing, wear and tear ..	1	5	0
Three bushels of seed, at 7s. per bushel .	1	1	0
Weeding and cutting, and getting in, with stacking, thatching, and taking into the barn	0	15	0
Threshing and winnowing, with expense of sacks	0	15	0
Expenses of going to market, to sell, and carrying out the grain	0	12	0
Poors' Rates	0	7	0
Church, and way rate	0	2	6
Rent	1	10	0
Tithes, one-tenth of produce, 5 sacks at 1l.	0	10	0
	<hr/>		
	£8	2	6
	<hr/>		

This I believe to be the lowest statement of expenses. Produce of one acre, on a fair calculation, six sacks. I have learned, from good authority, that the average produce, in a very favourable season,

does not far exceed three quarters per acre. Some lands, it is true, produce five and even six quarters per acre, then they undergo an expensive summer fallowing, besides two years' rent, &c. I doubt, if the lands of gentlemen were excepted, whether the average would exceed five sacks per acre, throughout the kingdom, but to prevent disputes, I will say six sacks. In the present state of the market, the best wheats are selling at £1 2s. per sack.

	£	s.	d.
Six sacks, at £1 2s.	6	12	0
Straw, on an average, worth	1	0	0
<hr/>			
Total produce	7	12	0
Expenses	8	2	6
<hr/>			
Loss to the farmer	0	10	6
<hr/>			

In this calculation I have set the expenses at the lowest, and the produce at the highest: near market towns, straw is worth more, but the rent is proportionally higher. This season we have sown, at Hackney Wick, about four acres of oats, for the purpose of clovering it down.

	£	s.	d.
Expenses of seeds, five sacks of oats ..	3	16	0
Six bushels of rye grass.....	1	19	0
Twenty-four pounds of Dutch clover ..	1	2	0
	<hr/>		
	6	17	0
Rent	24	0	0
	<hr/>		
	30	17	0
Estimate worth of harvest	24	0	0
	<hr/>		
Loss.....	£6	17	0
	<hr/>		

Besides all the labour of preparing the ground and getting in the seed.

1. The first part of the document is a list of the names of the persons who have been appointed to the various offices of the government. The names are listed in alphabetical order, and each name is followed by the office to which he or she has been appointed.

2. The second part of the document is a list of the names of the persons who have been appointed to the various offices of the government. The names are listed in alphabetical order, and each name is followed by the office to which he or she has been appointed.

3. The third part of the document is a list of the names of the persons who have been appointed to the various offices of the government. The names are listed in alphabetical order, and each name is followed by the office to which he or she has been appointed.

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5. The fifth part of the document is a list of the names of the persons who have been appointed to the various offices of the government. The names are listed in alphabetical order, and each name is followed by the office to which he or she has been appointed.

APPENDIX.

Account of some of the Boys at Hackney Wick :

By C. FORSS.

JAMES MAYO was admitted to the Asylum the first week in January, 1834—he had been wandering about the streets of London for six months before—he stated himself to be sixteen years of age. The day after his admission I took him into the field to work at trenching with twenty-two other boys. He worked very well for the first hour, and then said he would do no more, as he should be paid for what he did if he were any where else—he then began to abuse the general monitor. On my remonstrating with him, he turned his abuse upon me, and said he did not care about obeying any master, as he was determined to leave the Asylum next day, and that he should bring his brother from the City to thrash me. I took him away, and told him he must go in, upon which he lifted his

spade to strike me ; I caught hold of it, wrested it from him, and then placed him in solitary confinement. After being there four hours he begged to be liberated. I took him out, and spoke to him in a manner that appeared to make some impression. The next day he went cheerfully to his work ; and upon one of the boys showing some inclination to disobedience, I overheard him advise him to mind what he was about, as it would not do to be stubborn here. From that moment Mayo was industrious, civil, and obedient, so much so, that on the 23d he was appointed general monitor, and continued in that situation up to the 14th of March, when he embarked for Cape Town with twenty boys under his care. His general character was firm and determined, with a strong sense of justice, and I believe he left the Asylum with deep feelings of gratitude, at the age of seventeen. Apprenticed to S. Pruce, Blacksmith, Cape Town.

WILLIAM TROUNCCELL was admitted into the Asylum on the 9th of October, 1833 ; his mother had sent him to school up to that time, but he had formed connexions with bad boys in the streets, and had become so hardened in vice, that his mother was quite afraid of him ; and on that account

procured his admission into the Asylum: for two months his case appeared almost hopeless, but great pains was taken to bring him to a sense of duty; he was several times in solitary confinement for short periods. Before his mother's death, of cholera, I was happy in being able to report to her a decided improvement in her son's character; he was grieved at her loss, and became an industrious and useful lad. On the 14th of March, 1834, he embarked for the Cape of Good Hope, where he is apprenticed to P. L. Cloete, as farm servant.

GEORGE MITCHELL was admitted 1834, having a father and mother living; he had been three years at school, afterwards worked at a printer's for five shillings a week, but was sent away on suspicion of having stolen a knife. In consequence of the separation of his father and mother, the latter went to service, and George was sent to St. Clement Dane's Workhouse; he was put to work by the parish, earning five shillings a week, of which he was allowed two-pence per shilling, or ten-pence a week spending money. After this the gentleman with whom his mother lived took him as an errand boy; he remained there about four months, and was then admitted into the Asylum. He was once

fourteen days in Cold Bath Fields Prison, committed by Mr. Roe, with five other boys, for wilfully cutting to pieces some bed mattresses at the Workhouse. When he first came to the Asylum his character was marked by a strong propensity to prevarication and cunning, but I am happy to say he improved so much during his stay, that I have strong hopes of his permanent reformation. He could read and write well, and was quite a proficient in mental arithmetic. Embarked for Quebec, April 9, 1835.

EVIDENCE
OF THE
MATRON OF THE FEMALE ASYLUM,
BEFORE THE
Select Committee on Gaols in the House of Lords.

Mrs. REBECCA BOURHILL is called in, and examined.

You are at the head of the Royal Victoria Asylum?

I am; the Victoria Asylum, or Female Institution belonging to the Children's Friend Society.

The house is at Chiswick?

It is.

Have the goodness to state to the Committee what are the objects of the Society?

The principal objects of the Society are to reform criminal children; to educate and train them, when neglected and destitute, in the principles of religion and morality, and to make them good domestic servants. For this last purpose their work is changed each week. We appoint the whole of them to different employments every Monday morn-

ing: we put two into the largest bed-room, two into the second, and so on. Those girls who are chamber-maids this week, we make kitchen-maids the next week; the next week we put them into the laundry, and afterwards they will go to the dairy; so that they have an opportunity of learning the different branches of domestic work. A great part of the morning is employed in domestic affairs, and all are in school in the afternoon, except those detained in the work of the house. We have fifty-five in the Asylum just now, and have but one servant. The children make clothes for themselves and wash for themselves.

What is the age of the youngest child now in the Institution?

Nine, and the eldest fourteen; besides which we have two of twenty and sixteen, whose sisters went out to the Cape, and have conducted themselves so well that the committees here have consented that these two older girls should be received to be sent to their sisters. They are going out under the protection of Mr. Phillips, one of the committee at Graham's Town; they are only waiting until the time is fixed for sailing. The Ladies' Committee, I believe, intend to send out a party of younger ones at the same time with them, as there are ladies

going out who will be likely to superintend them during the voyage.

Are they sent out to the Cape to be employed as servants there?

Yes; and the time for sending them is according to the improvement they make; if they are fit to go out soon, and their moral conduct is correct, we send them soon, but they must first volunteer to go.

Have any of those sent out been found guilty of committing any offence?

I have not heard of any one having committed an offence after being with us, but many before. One little girl came to us in her punishment clothes, having been convicted of stealing her mistress's trinkets, but I have every reason to hope she will now go on well. We had a little girl, about a month ago, from Union Hall, who had been guilty of a serious theft and of drinking.

What was her age?

Eleven years old. She is going on remarkably well; she has not committed a single fault since she came to the Asylum. I talked to her the night she came, and endeavoured to show the impropriety of her conduct; we have kept a watch over her, and have not discovered a single impropriety.

Your practice is to send them to the Cape?

To the Cape, to Canada, and some girls were sent by the Society with Sir James and Lady Stirling, to Swan river, before the Female Asylum was opened. We shipped fifteen on the 13th of last December, for the Cape, and one for Canada.

Are they usually selected from children of the poorer class?

Generally, but we have had exceptions; we had three daughters from a family that formerly kept their carriage, and were reduced by the improper conduct of their father; they turned out remarkably well, and are gone to the Cape.

Are any of them children who have been brought up ill, and engaged in criminal habits?

Yes, the majority are of that description.

Do you find that your system reforms them?

Yes; we had one girl from St. Saviour's Workhouse, who was very vicious; she bit a piece out of one of her companion's shoulders, just after she came; she was then a very bad girl, a thief, and much given to falsehood. She turned out so particularly well, that I petitioned the Ladies' and Gentlemen's Committees to leave her longer, as an example to the others, but it was thought advisable to send her to the Cape. She was with us seven months.

Do you ever take them from the gaols after they have undergone their sentences?

We are always ready to receive such, but it is difficult to say how many we have had, because that fact is not willingly mentioned by them. We have now four from Tothill Fields under those circumstances, who all give promise of doing well. I am quite confident that the mode of discipline the ladies have adopted is the best for softening the heart, and doing good to the children; that was my system of discipline before the Victoria Asylum was established. We have no punishment but solitary confinement for short periods and lessening of food. The frequent visits and admonitions of the ladies have an excellent effect.

Does it require any recommendation to obtain admission for children to your Asylum?

It requires £12. 10s. to place a child there, or from parishes 4s. a week, and ten pounds upon embarkation; the £12. 10s. includes the passage-money and outfit. There is no further charge when they arrive at the Cape; the Committee there watches over them till twenty-one years of age.

Is there any specific age at which you send them abroad?

No; the Committee abroad prefer them young

before their habits are fully formed ; but we have them from the age of nine to fourteen, and do not send any out till we are satisfied that their conduct is such as will give satisfaction.

You may send one out immediately after she has been received into your institution ?

No, we never do that ; the shortest period they must be in the Institution is three months ; but we think future exceptions possible, provided a girl comes of excellent character, and properly qualified, it may be desirable not to pass by the first advantageous offer for sending her to service.

Are they sure on their arrival at the Cape to be provided for ?

Yes, we never send one out till the Committee there sends the number which is wanted ; the numbers are fixed at the Cape or elsewhere. After they are settled in situations, members of the guardian Committees visit them at times, and if any mistress or master does not treat an apprentice kindly, it is examined into, and they are removed to another situation.

Mr. CHARLES FORSS's examination.

You are one of the masters of the male department of the Children's Friend Society ?

I am.

Where is your establishment ?

At Hackney Wick..

How many boys have you in it at present ?

One hundred and twenty-four. *124*

What is the age of the youngest ?

About seven.

What is the age of the oldest ?

Between fifteen and sixteen.

When you think them fit, the Committee send them out to the Cape of Good Hope ?

Yes, to the Cape and other places.

Upon the same principle that the females of the Society are sent out ?

Yes.

Have you any boys now under your charge that have been in prison ?

We have several.

Can you state the offences which they had committed ?

I do not know their offences ; two who were sent

by the Lord Mayor from the mansion house, had been in prison before.

Have you reformed any of those that have been sent to you from the prisons?

Yes, several; we have had several who have been in Newgate, and some in Brixton House of Correction: they have gone out with good characters.

They have been sent abroad?

Yes.

What is your system; do you put those boys that you take from the gaols with the other boys?

Yes, altogether. They are classed in three classes; they come in in class B, and if their conduct is good they rise to class A; if their conduct is bad they sink to class C, and remain there till their behaviour is better.

Do you whip them if they behave ill?

No; if they behave ill they remain in class C till the end of the month.

What are your punishments?

If their conduct is bad we keep them from six to twelve hours in solitary confinement.

Do you ever whip them?

No, we never use a rod.

Do you not fear that those children that have been in gaol should contaminate the other children?

No, we are constantly with them, they have no opportunity of being by themselves.

How many sleep together in a room?

They all sleep in one room ; There is a division in the room.

Who sleeps in the room with them ?

I sleep in a part of the room ; they are all under the care of a monitor. Each class is divided into divisions, there are about twenty in each division, under a monitor, and one boy who is a general monitor.

Had any of the boys who came to you from gaol received any education ?

Yes, some of them ; one is just gone to Canada who had been educated.

Had he received any education before he came to you ?

Yes, he had been some years at school.

You are prepared to say that the system you follow has had the effect of reforming those boys who have been in gaol ?

Decidedly, I think it has.

Do you find that solitary confinement has a very powerful effect ?

Yes, very great. Those boys who have come

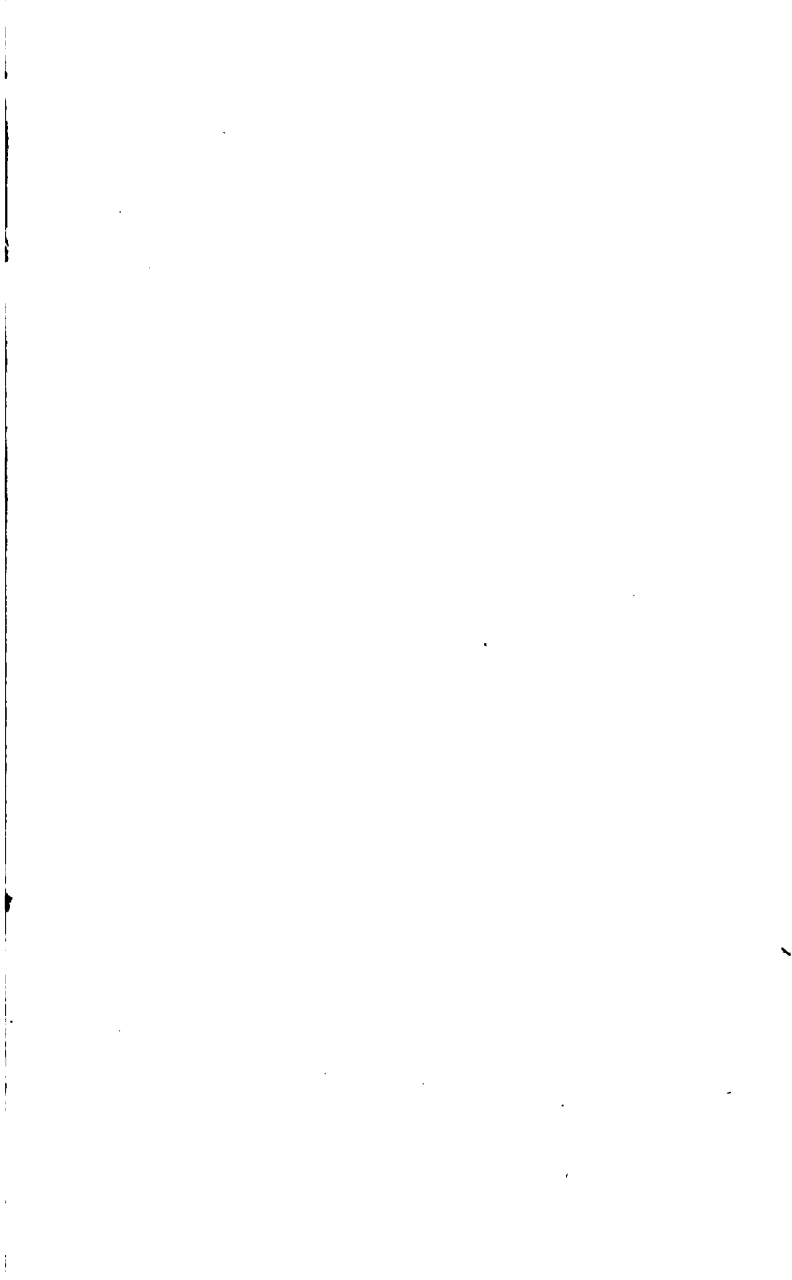
from prison have been the worst to reform we have had.

Do you stop their supper for any offence they commit?

They sit at different tables ; and when a boy has committed an offence he is sent to the lower table, and there the messes are smaller, those being the little boys: the first time he does anything he should not, wilfully, he is sent to the lower table ; if he offends again he is sent to the C class: there are very few in the C class. There are monitors in the field as well as the rooms.

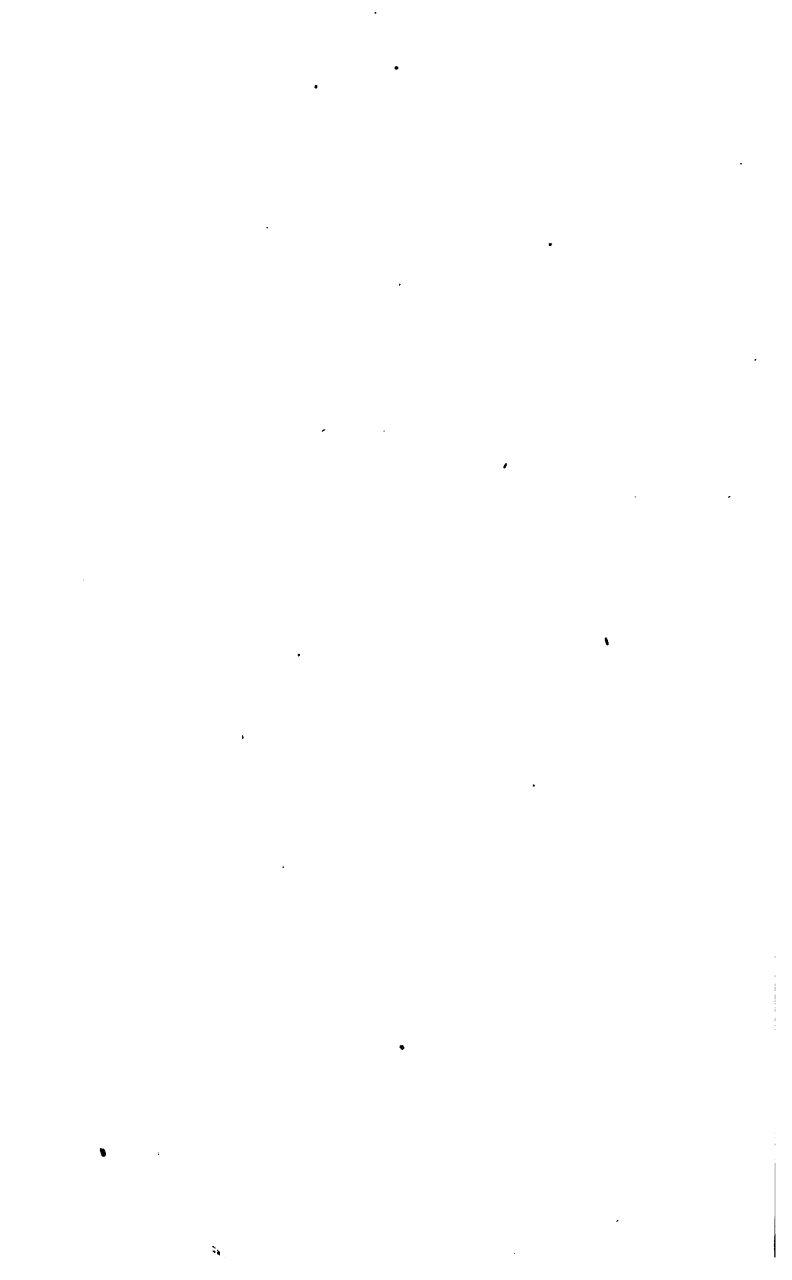
You teach them to become agricultural servants?

Yes ; they have four hours in the school and six hours in the field.



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